

# Learning Support Policy

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**Revised/Amended:** August 2015, August 2016, August 2017

**Next review:** August 2018

<b>CEO/Board</b>		 <b>Principal</b>
 <b>Head of Primary School</b>	 <b>Head of Secondary School</b>	<b>Other relevant staff</b>

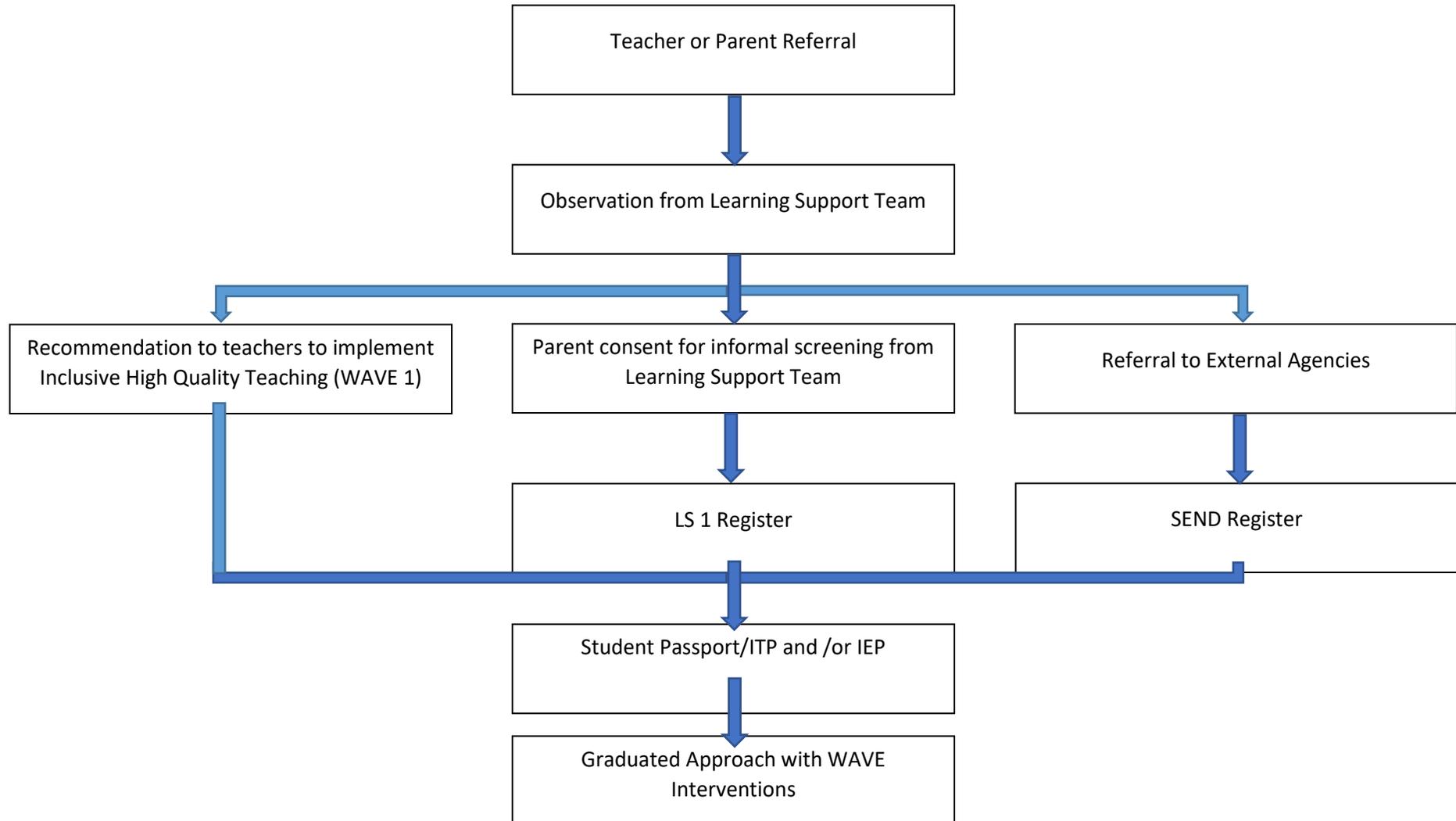
**Distribution List:**

- CEO/ Board
- Principal
- Section Heads
- Academic Staff
- Parents
- 

<p><b>School Vision, Mission and Core Values</b></p> <p><b>Our Vision</b> Providing world-class education</p> <p><b>Our Mission</b> To empower students with a holistic, rigorous and international education for success in an ever changing world</p> <p><b>Core Values</b> Achievement   Collaboration   Innovation   Integrity   Respect   Responsibility</p>
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## Learning Support Department Flowchart



## **Introduction: Learning Support Department Policy – Raffles International School**

In accordance with KHDA, Raffles International School (RIS) is “committed to become an inclusive, barrier-free society that promotes, protects, and ensures the success of people with disabilities and special educational needs.” (KHDA 7 Years on... Inspecting for School Improvement: A Collaborative Journey 2008 – 2015 Key Findings. Page 19)

The primary purpose of the Learning Support Policy is to provide guidance to teachers, parents and the whole school on the provision of effective learning support to pupils with learning barriers.

### **Principles of Learning Support Department at Raffles International School**

Effective Learning Support programmes are based on the following principles:

- Effective whole-school policies and parental involvement
- Provision of intensive early intervention
- Direction of resources towards pupils in greatest need
- Placing a high priority on the enhancement of classroom-based learning and on the prevention of learning difficulties at all levels within the school
- Supporting students experiencing low achievement and/or learning difficulties through a team approach which involves the pupils themselves, their teachers, parents and relevant support personnel
- Drawing up and implementing whole-school action plan for students with low achievement in literacy and numeracy
- Establishing effective home-school partnerships, including the development of support strategies for parents
- Developing and implementing individual learning programmes for each student in receipt of supplementary teaching, based on an assessment of needs and a specification of learning targets for the pupil. These programmes are drawn up and implemented collaboratively by the student’s class teacher, Learning Support teacher and parents.

## **Aims of the Learning Support Department at Raffles International School**

The principal aim of Learning Support department is to optimize the teaching and learning process in order to enable students with learning barrier to achieve expected levels of achievement academically, emotionally and socially. ***All teachers at RIS are teachers of Special Educational Needs and Disability (SEND)***. They are responsible and accountable for the learning and progress of *all* the children in their class, including those with SEND. The Learning Support Coordinator (Special Educational Needs and Disability Coordinator -SENDCO) and Learning Support Teachers are available to assist and guide teachers and parents in planning and coordinating the best support possible for these students.

The Learning Support department will promote a whole school approach to:

- Promote collaboration among teachers in the implementation of Learning Support policies across the whole school
- Develop positive self-esteem and positive attitudes towards learning for Special Educational Needs and Disability (SEND) and Learning Support (LS) students
- Monitor progress and review goals regularly to ensure that students have a full range of opportunities to grow and develop their potential
- Enable students to monitor their own learning and become independent learners
- Work in partnership with students to reach targets and goals
- Work in partnership with parents by making regular contact to share progress
- Involve parents in supporting their children's learning through effective parent-support programmes
- Liaise and seek assistance, where appropriate, from other student services or external agencies involved in care and support of students
- Identify a student at risk as quickly as possible and take early action to meet these needs
- Provide teaching and non-teaching staff with the support and training they need in order to support Special Educational Needs and Disability (SEND) and Learning Support (LS) students
- Provide supplementary teaching and additional support and resources for Special Educational Needs and Disability (SEND) and Learning Support (LS) students

### **Areas of Need:**

There are four broad areas that give an overview of the difficulties a student may have. However, it is important to note that a student's needs could cross one or more of the following:

- Cognition and Learning;
- Communication and interaction;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs;

Students may need support if they have:

- A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers;
- A specific learning barrier;
- A speech and language impairment affecting expressive and/or receptive communication;
- A behavioural impairment affecting their ability to learn effectively;
- A sensory impairment;
- A physical disability;
- A combination of any of the needs listed above

## Area of Needs

### Cognition and Learning

- **General learning difficulties**
  - Low levels of attainment across the board in all form of assessment, including, for young children, baseline assessments.
  - Difficulty in acquiring skills (notably literacy and numeracy)
  - Difficulty in dealing with abstract ideas and generalising from experience.
  - A range of associated difficulties, notably in speech and language (particularly for younger children) and in social and emotional development.
  
- **Specific learning Difficulties**
  - Difficulties with fine or gross motor skills
  - Low attainment in one or more curriculum areas, particularly when this can be traced to difficulties in some aspects of underlying literacy and/or numeracy skills
  - Indications that the low attainment is not global: these might include: higher attainments in other curriculum areas which do not make demands on the areas of weakness, higher performance measures of reasoning or attainments in one mode of recording or presentation than in another (for instance better oral work than written work)
  - Signs of frustration and low self-esteem, in some cases taking the form of behaviour difficulties.
  - Evident difficulties in tasks involving specific abilities such as sequencing, organization, or phonological or short-term abilities.
  - In younger children particularly, language difficulties such as limited skills in verbal exchanges or in following instructions.
  - Evident difficulties or delays forming concepts, especially when information requires first-hand sensory experiences.

## Communication and Interaction

- **Speech and Language difficulties**

- Problems with the production of speech
- Difficulty in finding words and putting them together in meaningful and expressive language.
- Problems in communicating through speech and other forms of language.
- Difficulties with the acquisition and expression of thoughts and ideas.
- Difficulty in understanding and using appropriate social language.
- Frustrations and anxieties resulting from a failure to communicate, possibly leading to apparent behavioural difficulties and deteriorating social and peer relationships.

- **Autistic spectrum disorders**

- Difficulties in attuning to social situations and responding to normal environmental cues.
- Evidence of emerging personal agendas which are increasingly not amenable to adult intervention.
- A tendency to withdraw from social situations and an increasing passivity and absence of initiative.
- Repressed, reduced or inappropriate interactions, extending to highly egocentric behaviour with an absence of awareness of the needs or emotions of others.
- Impaired use of language, either expressive or receptive; this may include odd intonation, literal interpretations and idiosyncratic phrases and may extend to more bizarre expressive form and limited expression, reducing the potential for two-way communication.
- Limitation in expressive or creative peer activities, extending to obsessive or repetitive activities.

<p>Emotional, Behavioural and Social</p>	<ul style="list-style-type: none"> <li>➤ Age-inappropriate behaviour or behaviour that seems socially inappropriate or strange</li> <li>➤ Behaviour which interferes with the learning of the pupil or their peers (e.g. persistent calling out in class, refusal to work, and persistent annoyance of peers)</li> <li>➤ Signs of emotional turbulence (e.g. unusual tearfulness, withdrawal from social situations).</li> <li>➤ Difficulties in forming and maintaining positive relationships (e.g. isolation from peers, aggressiveness to peers and adults).</li> </ul>
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> <li>● <b>Hearing impairment</b> <ul style="list-style-type: none"> <li>➤ Changes in certain areas of academic performance, such as deterioration in handwriting or other areas of academic performance, tonal changes in speech, progressive failure to respond to verbal cues or increasing requests for the repetition of instructions.</li> <li>➤ Physical changes such as persistent discharge from the ears, tilting of the head to maximize verbal input, excessive efforts to focus on the teacher's face when instructions are being relayed.</li> <li>➤ Signs of frustration with themselves or others, leading to emotional or behavioural problems not previously observed and for which there are no obvious causes.</li> </ul> </li> <li>● <b>Visual impairment</b> <ul style="list-style-type: none"> <li>➤ Deterioration in certain areas of academic performance; these might include deteriorating handwriting, slowness in copying from the board, increasingly asking for written instructions to be given verbally.</li> <li>➤ Deterioration in other areas such as hand-eye co-ordination, excessive straining of the eyes to read the board, needing to be at the front of the group to look at television programmes or share in story/picture books.</li> </ul> </li> </ul>

- Progressive anxiety and tentativeness in certain physical activities suggesting that mobility is becoming impaired.
- Evidence of associated stress leading to withdrawn or frustrated behaviour.
- **Physical and medical difficulties**
  - Some children who experience physical and medical difficulties have no problems in accessing the curriculum and learning effectively. In these cases, there is no evidence to suggest that they have a special educational need. Those pupils who have physical needs already identified or a medical diagnosis will need to be carefully monitored for their educational needs by the school.

## Identification of students

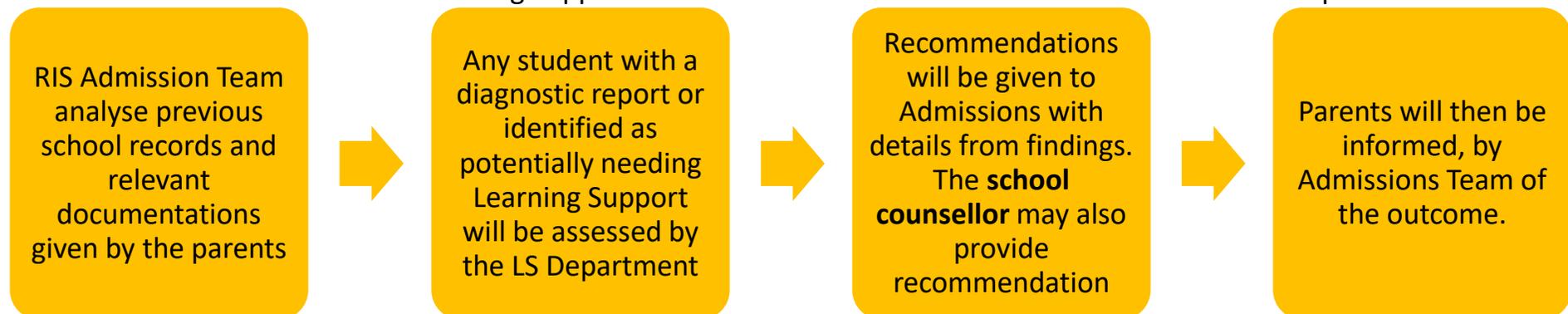
### Admission screening process:

All students applying for admission to Raffles International School (RIS) will be assessed to determine current levels of performance in literacy and numeracy.

The RIS Admission Team will analyse previous school records and relevant documentation given by the parents to determine the potential need for Learning Support. The former school of every new student will be asked to forward any details of Learning Support provided in addition to all appropriate testing results that are available. RIS may also request a statement of medical history, including any significant health, social and/or emotional needs, and information on additional services currently (or previously) provided.

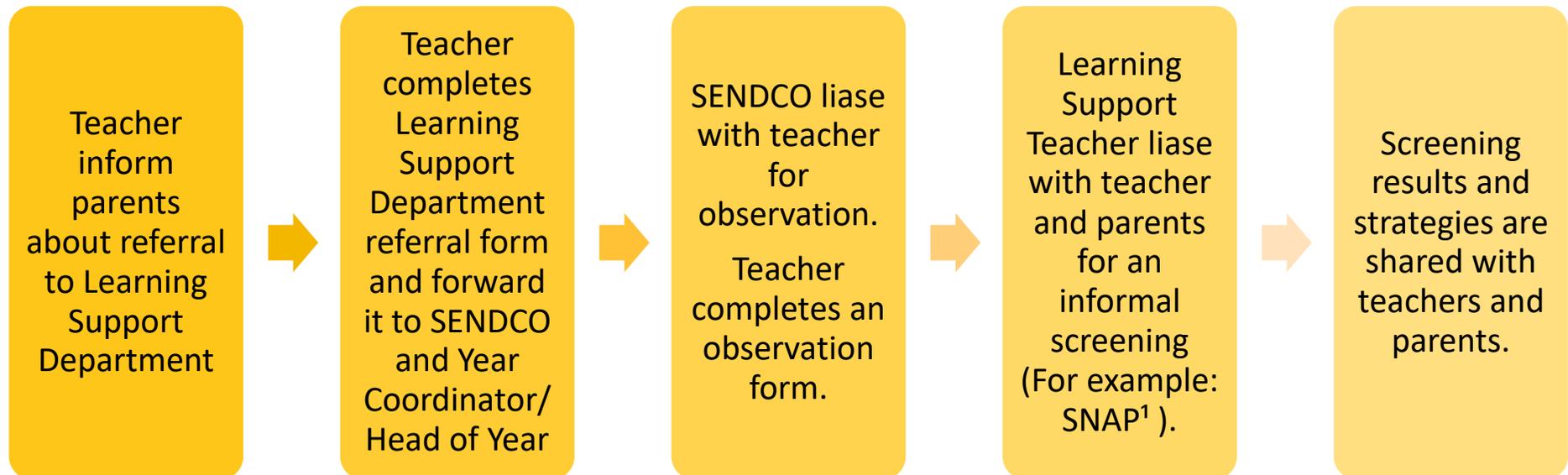
Any student identified as potentially needing Learning Support or those already identified with as a SEND student and with a diagnostic report will be assessed by the Learning Support Coordinator (SENDCO) or a Learning Support Specialist and recommendations will be given to Admissions with details from findings. In some cases, the school counsellor will meet with student and parents.

The needs of students with SEND diagnosis will be discussed with the Learning Support Team, school management, and other relevant staff. Parents will then be informed, by Admissions Team, if the school can meet the needs of the student as well as whether an Individual Learning Support Assistant is needed in addition to what the school can provide.



### Identification in School:

When a concern is evident by a teacher, a referral will be made to the Learning Support Coordinator (SENDCO) who will then liaise with the teacher and parents to plan the best way forward together.



If an external assessment is required, SENDCO along with Learning Support Teacher and Year Leader/Head of Year will arrange to meet and advise parents on the best way forward.

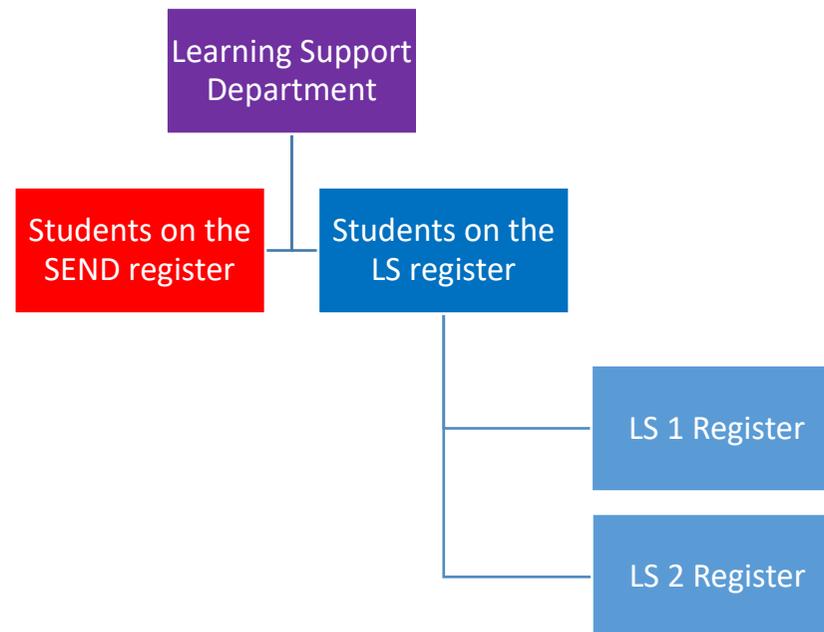
The Learning Support Department has a referral policy.

(1) SNAP: Special Needs Assessment Profile

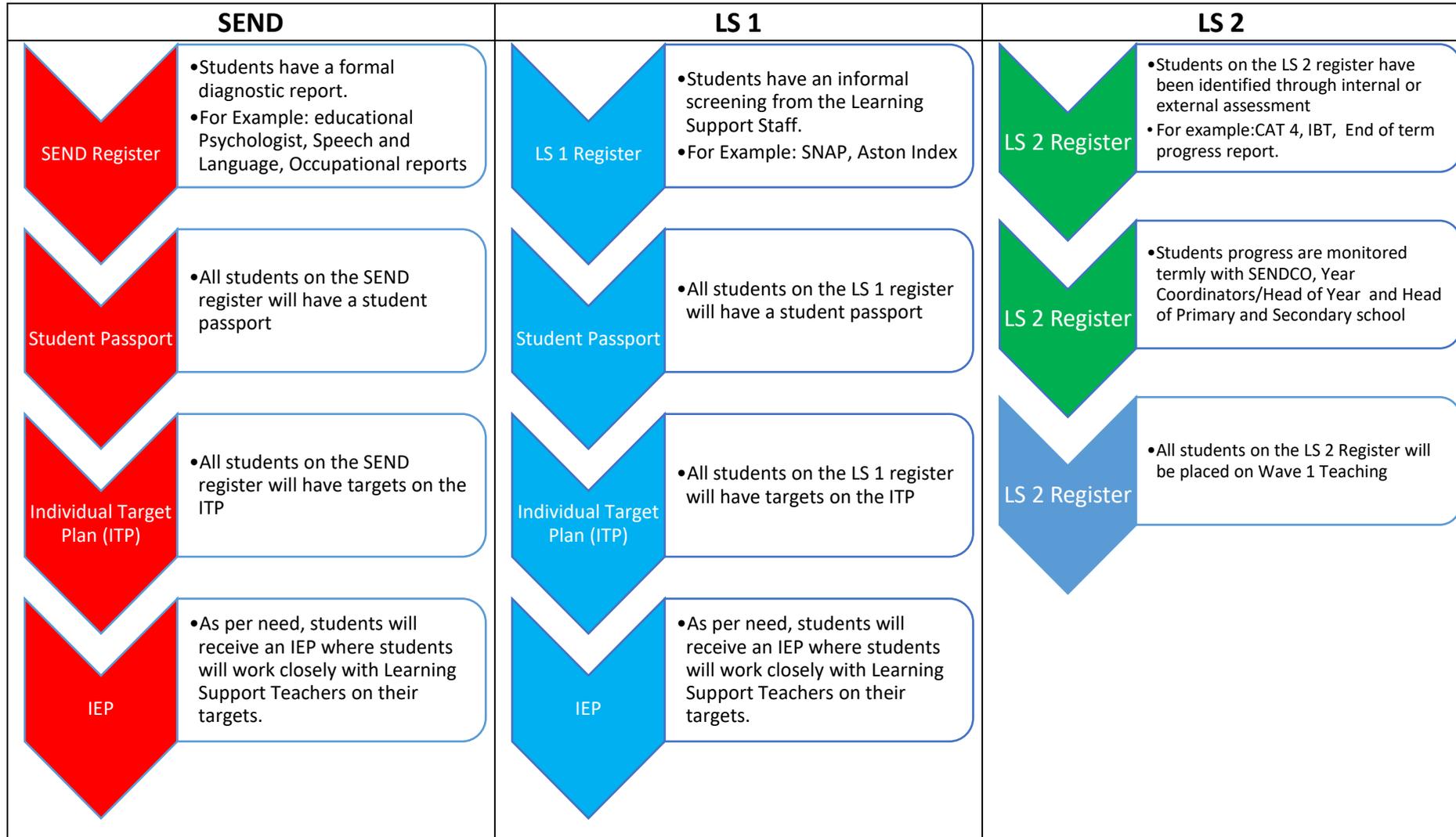
## **The Learning Support Department**

The Learning Support Department provides various forms of support for children who face barriers to their learning. The Learning Support Department at RIS ensures that students with learning difficulties achieve sufficient proficiency in literacy and numeracy before leaving primary school. The students in the Learning Support Department are assisted with strategies to facilitate their learning in order for them to achieve their potential. The students are assisted on areas of specific learning difficulties in skill areas of literacy and numeracy including other skills such as fine motor skills, dyslexia interventions and visual motor skills.

The students joining the department are either in the Special Educational Needs and Disability (SEND) register or Learning Support (LS) register.

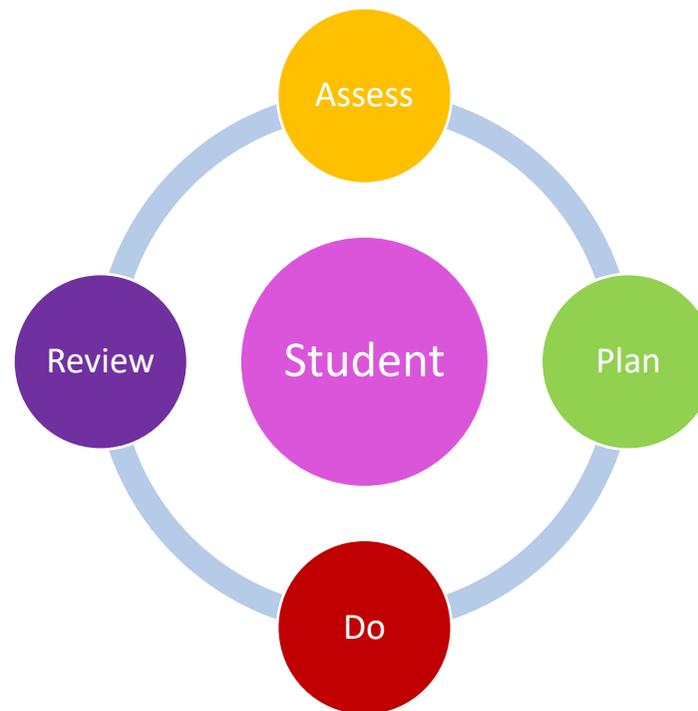


## Provision Mapping:



## 'Graduated Approach'

Raffles International School maps provision via the 4 areas of need as identified within the UK SEND Code of Practice 2015 and the KHDA framework. A 'graduated approach' to identify and remove barriers to learning in order to put effective special education provision in place will be used. The UK SEND Code of Practice (January 2015, page 280) defines the 'graduated approach' as "a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing." The four step action process from the 'graduated approach' is as follows:



### **Assess:**

- carry out observations of the pupil's needs, drawing on assessment and experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers
- Note the child strength and areas of development
- views of parents and the pupil's own views should influence the assessment. Information from external services including health and care professionals should also be taken into account.

### **Plan:**

- Meetings with parents, teachers or any specialists who are involved to plan for what support will be put in place
- The plan should be 'outcome focused' (What does everyone want the child to improve, develop or achieve?)
- The plan should involve the child and parents at the centre
- Identify the support required and the expected impact on the progress, development and behaviour

### **Do:**

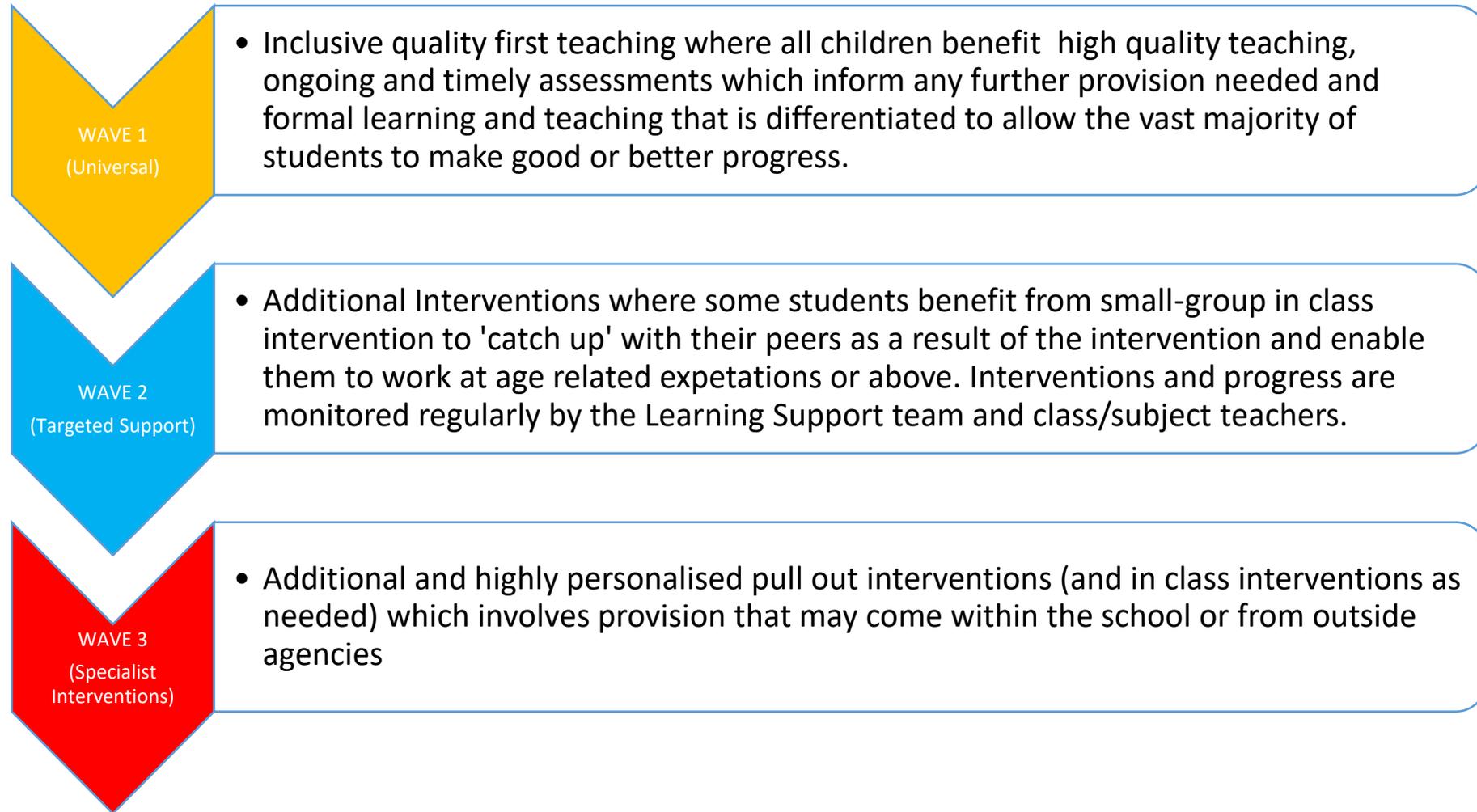
- class/subject teacher remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness
- Implement the support as planned
- Continue with observations, monitoring and tracking to see how the child responds to the support

### **Review:**

- regular reviews between all relevant staff, parents and external agencies to see how effective the support has been and the impact on the child in line with the review date

## Wave Interventions

The 'graduated response' for the provision of support at Raffles International School is as follows:



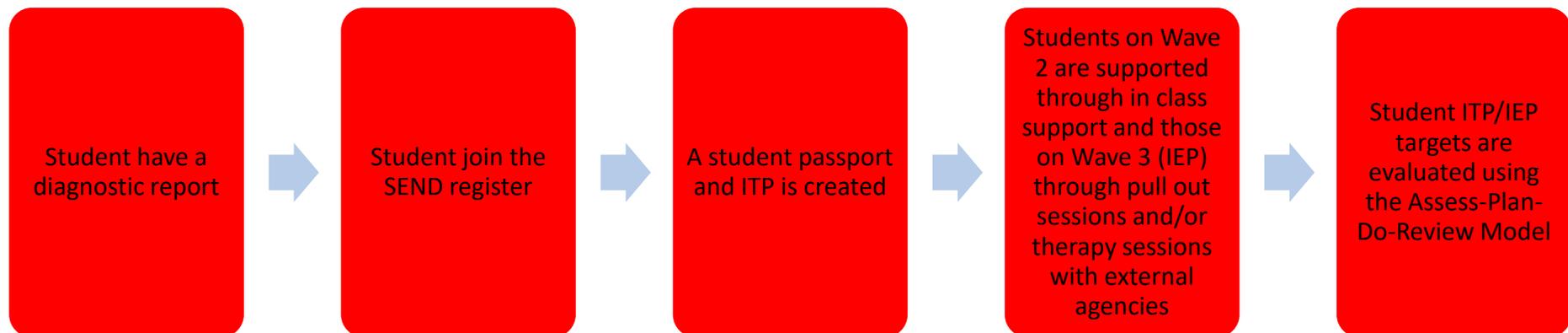
## Student Passport, ITP and IEP

<u><b>Student Passport</b></u>	<u><b>Individual Target plan (ITP)</b></u>	<u><b>Individual Educational Plan (IEP)</b></u>
<p>Students on the SEND and LS1 register will all have a Student Passport. The student passport provides information on the student including the classroom accommodations, strengths and exam arrangements.</p>	<p>Students on the SEND and LS1 register will all have an ITP. The ITP is a collaborative working document where each subject teacher inputs their targets for the student. The ITP is reviewed by subject teachers and LST termly.</p>	<p>An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs. All students on WAVE 3 will have an IEP. The IEP should contain SMART targets based on collaboration with teachers, parents, students and from diagnostic reports.</p> <p>SMART targets should be:</p> <ul style="list-style-type: none"> <li>➤ SMART: specific, measurable, achievable, realistic and time-related</li> <li>➤ Child friendly</li> <li>➤ Related to the areas of need for the child: communication, literacy, numeracy, behaviour and social skills</li> <li>➤ Reviewed termly or as determined by the IEP.</li> </ul> <p>The IEP should include:</p> <ul style="list-style-type: none"> <li>➤ Resources that are needed</li> <li>➤ Differentiation strategies for the classroom which will include Accommodations and Modifications to the learning environment</li> <li>➤ Benchmark on how the progress will be measured</li> <li>➤ Achievement criteria – which is monitored and recorded at the end of each IEP cycle</li> <li>➤ The signatures of all stakeholders involved, which may include: parents, class/form teacher, LS specialist, Counsellor, Shadow Teacher, and any member involved from an external agency.</li> </ul>

## SEND student register

All students with special learning needs or in need of remediation will require a formal external assessment before they become part of the SEND students register. Students who are on the SEND register will have been identified by an external assessment and will have a clinical diagnostic report from qualified specialists such as paediatricians, educational psychologists, speech and language therapists or a diagnostic centre. Any external assessment Reports need to be repeated and updated **every two years**. Where a student is attending individual therapy such as Speech and Language Therapy (SLT), or Occupational Therapy (OT) termly progress reports must be submitted to the Learning Support Coordinator. In addition, updated reports can be requested annually.

Students who have an Assessment Report from an external agency will have an Individual Target Plan (ITP) with specific targets in all subjects that are modified and monitored by the SENDCO, LST, Year Leader/Head of Year. Some students on the SEND register will have an Individual Educational Plan (IEP). IEP are created and based on the shared goals and aspirations of the student, parents and class/subject teacher, under the guidance of the SENDCO and the Learning Support team. SMART targets are tracked and evaluated a minimum of three times each academic year, using the Assess-Plan-Do-Review model. External Assessment Reports need to be up to date and the guidelines set out by these professionals are taken into deep consideration when planning the IEP.

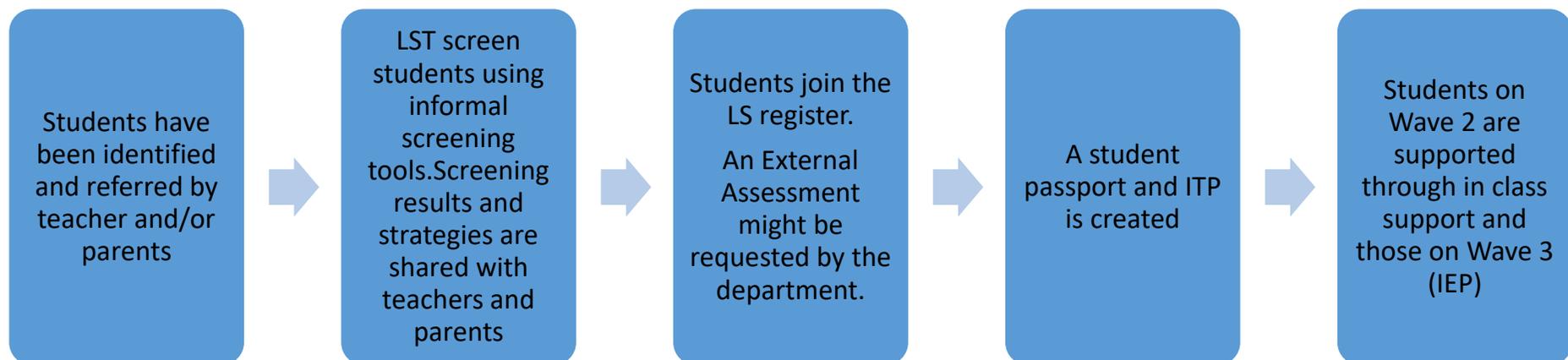


## LS student register

Students who are on the LS register will have been referred to the Learning Support Department by their teachers and/or parents and will not have a diagnostic report from a specialist. These students have not made progress in spite of differentiated teaching and strategies.

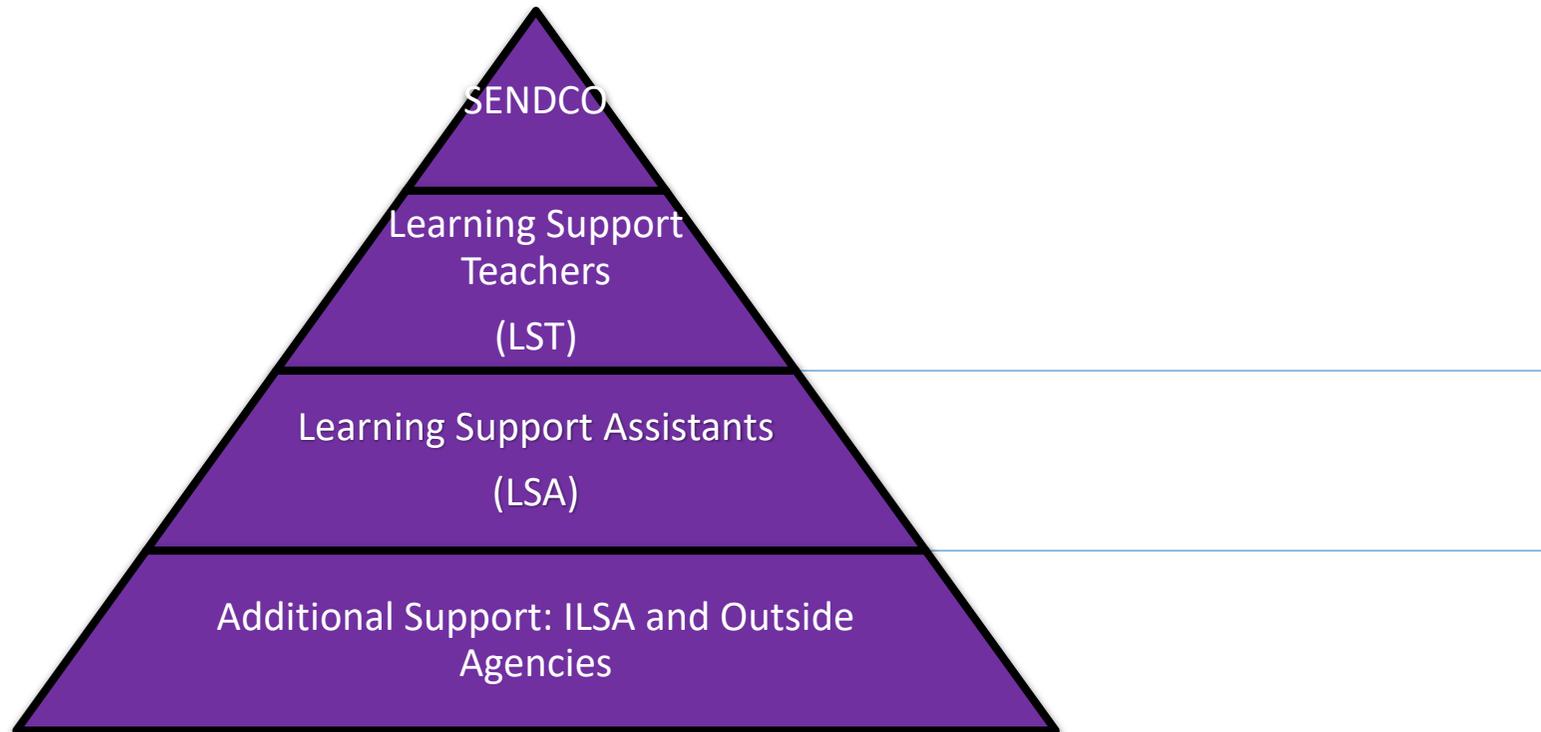
Students on the Learning Support register will be screened internally using the Special Needs Assessment Profile (SNAP) or other screening tools. Once the screening is completed, results and strategies will be shared with teachers and parents.

If students make no specific progress after monitoring and group interventions, SENDCO along with Learning Support Teacher and class teacher will arrange to meet and advise parents on the best way forward and suggest for a professional assessment by an external agency.



## **Learning Support Team**

The Learning Support Department comprises of the Learning Support Coordinator (SENDCO), Learning Support Teachers and Learning Support Assistants. The team is supported by Individual Learning Support Assistants (ILSA) and outside agencies at an additional cost incurred by parents.



### **Learning Support Coordinator (SENDCO)**

The SENDCO takes the leading role in coordinating support and provision for students on the SEND and LS registers. In partnership with other senior leaders and the Principal, the SENDCO advises, monitors, evaluates and plans for the development of inclusive practice and provision across the school.

The SENDCO:

- Maintains a close liaison with members of Senior Leadership Team and the Principal.
- Develops positive self-esteem and positive attitudes, within the school community, towards learning for Special Educational Needs and Disability (SEND) and Learning Support (LS) students
- Is responsible for the updating of the Learning Support policies and procedures
- Supports the Learning Support team during parent meetings, when necessary
- Communicates the Learning Support Department procedure to staff
- Ensures effective systems of communication, including feedback about students learning to inform future planning
- Monitors the quality of SEND and LS support by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed
- Organises (ILSA Policy and Confidentiality Agreement) and documents all Individual Learning Support Assistants working with students on the SEND and LS registers
- Deploys resources to best reflect the various levels of need experienced by students
- Raises awareness, within the school community, of various learning difficulties and barriers to learning
- Involve parents in supporting their children's learning through effective parent-support programmes
- Provides teaching and non-teaching staff with training regarding SEND
- Participates in ongoing professional development

### **Learning Support Teachers**

- Coordinates and plans SEND and LS support with SENDCO
- Liaises with Year Coordinator and Head of Year
- Coordinates and plans SEND and LS support with the classroom/subject teacher
- Plans pull out interventions and lessons for SEND and LS who are on WAVE 3 and assigns homework if necessary
- Provides in-class support to students SEND and LS students who are on WAVE 2 using classroom/subject teacher planning guidance
- Monitor the progress of students on WAVE 1
- Liaise and seek assistance, where appropriate, from other student services or external agencies involved in care and support of students
- Monitor progress and review goals regularly to ensure that students have a full range of opportunities to grow and develop their potential
- Monitors Individual Target Plan (ITP) of students
- Creates Student Passport and Individual Educational Plan (IEP) and coordinates the development of the IEP with the classroom/subject teacher, parents and students
- Maintains regular and positive communication with parents
- Work in partnership with students to reach targets and goals
- Updating the SEND and LS registers with SENDCO
- Coordinates support provided by ILSA and Learning Support Assistants (LSA) to students receiving additional support
- Provides guidance and professional development to ILSA and LSA to assist them in meeting the needs of students receiving additional support
- Participates in ongoing professional development

### **Learning Support Assistants**

- Liaise with LST and SENDCO to provide support to SEND and LS students
- Provides in-class support to students SEND and LS students who are on WAVE 2 using classroom/subject teacher planning guidance
- Liaises with class teacher or subject teachers
- Work in partnership with students to reach targets and goals
- Participates in ongoing professional development
- Monitor progress and review goals regularly to ensure that students have a full range of opportunities to grow and develop their potential
- Liaise and seek assistance, where appropriate, from other student services or external agencies involved in care and support of students

### **Individual Learning Support Assistant (ILSA)**

An Individual Learning Support Assistant (ILSA) provides 1:1 support to students on the SEND and LS register that require a greater degree of support to access the curriculum. In a minority of cases, when a student presents with needs that necessitate a very high level of additional support, the Learning Support Department will make recommendation for ILSA support.

ILSA are regularly monitored by the SENDCO, class/subject teacher and Learning Support Teacher to ensure the level of support meets the needs of the student.

Learning Support Teachers will coordinate termly review to monitor the support given to students ILSA. Parents, class/subject teacher, students and Learning Support Teachers provides termly input as part of the review.

Parents are invited to annual review meeting to discuss the student's progress and the support which they receive by the ILSA. The Learning Support Teacher and class/subject teacher attend the annual meeting and all professional involved in supporting the students are also invited to attend.

The Learning Support Department will advise parents of recommended external agencies that provides ILSA.

ILSA are employed directly by the parents. **Additional costs for ILSA will be met by the parents.**

The Learning Support Department has a policy for ILSA.

### **External/Outside Agencies**

Some SEND and LS students may have specific and/or exceptional needs that require support from outside professionals. The Learning Support Department will provide parents and outside agencies with appropriate advice and recommendations into any educational plans for the student.

SENDCO will liaise with external/outside agencies to use the department resource room when it is beneficial for the students to receive the external/outside agencies support in school.

**Additional costs for external specialist support will be met by the parents.**

The specialists most commonly involve in supporting students are:

- Health Care Agencies (General Practitioners, Mental Health Specialists and Psychiatrists)
- Multidisciplinary Services (Occupational Therapy, Speech and Language Therapy,....)
- Educational Psychologists

## **Roles and Responsibilities**

### **Principal:**

The Principal has overall responsibility for the school Learning Support program, policy and for the operation of services for children with SEND and LS. Part of this work involves ensuring that the teachers and parents of pupils who are selected for diagnostic assessment and supplementary teaching is enabled to fulfil their roles as outlined in the school plan.

### **Inclusion Champion:**

- Promote inclusive ideas
- Model approaches that support the development of inclusive attitudes and methods
- Motivate others to share in the above
- Lead cultural transformation in order to achieve fully inclusive provision

### **Governor for Inclusive Education:**

- Account for the improvements of provision and outcomes for students with SEND
- Liaise with the Inclusion Champion

## **The parents:**

- Provide the class teacher and the learning support teacher with any relevant information, including details about the child's health, early development and behaviour at home.
- Give consent for the school to make a request to put the child onto the next phase of support, should this be needed.
- Sign and return copies of any home-school liaison arrangements.
- Co-operate with any arrangements made with out-of- school professionals.
- Offer support and encouragement to the child by reviewing the 'reflective log' with their child
- Supervise the child at home when doing any work which will help the child achieve the set targets, as agreed at the review meeting.
- Inform the class teacher or learning support teacher about any problems that occur between meetings.
- Attend all the review meetings.
- Ensure their child is adequately nourished and clothed, has adequate sleep and rest and is fully equipped and punctual for school.
- Provide the school with their views on the child's progress and the support given

## **The Student:**

- Is asked to contribute to the targets on the ITP and/or IEP
- Participates in the targets review
- Is told the outcome of review meetings, even if the parents do not attend.
- Reflects on his/her work by completing a reflective log.

### **Informal Screening Tool: Special Needs Assessment Profile (SNAP)**

The SNAP (Special Needs Assessment Profile) is not a “test,” rather it is one way to organise information about a student in order to better create an individual learning profile. The SNAP does not provide a diagnosis yet it can highlight the basic learning difficulties of a child and at the same time provide a blueprint for individualized instruction. The results of the SNAP may also be used to help a child receive assessment.

The SNAP test is intended principally for use by learning support specialists. While the information derived from SNAP cannot diagnose a child, it can reveal important information concerning their learning. The SNAP has eleven individual indicators, nine of which are relevant to determine learning support.

The nine indicators of relevance in determining learning support are:

1. Attention and hyperactivity difficulties
2. DCD/dyspraxia
3. Dyscalculia
4. Literacy difficulties
5. Working memory difficulties
6. Processing speed difficulties
7. Social Awareness and communicative difficulties
8. Spoken language difficulties
9. Visual and visual processing difficulties

The two indicators that are not relevant to determining learning support are:

1. Deficiency of essential fatty acid
2. Lack of self-esteem (better addressed by a school counsellor or outside agency therapist)

Each of these indicators provides a strand, and each strand has separate sub-strands which spell out areas of concern according to the nine relevant indicators. These areas of concern are displayed by bar graphs on the student profile. The indicators provide only approximate clinical insights-they do not rank or make fine discrimination of performance and have not been standardized with this in mind.

Bearing percentages in mind, above 50% represents an above average or more score, no concern. Between 25-50% represents a modest difficulty and below 25% represents a severe difficulty. A student may score very high in one category and very low in another. In fact, this is more often than not the case when it comes to children with learning disabilities. What we are looking for is a discrepancy between expected performances based on what we know about the child and the actual below average/severe score from one or more strands. A severe score on one indicator strand is a concern, especially if the results are showing high indications of dyslexia or ADHD or processing disabilities, as three common examples. A severe score on multiple indicator strands is of major concern, especially when mirrored with other strengths or expected performance. For instance, a student who is very bright verbally yet who scores on the severe end with Literacy is in need of remediation. Usually we are looking for two or more severe scores to tell us whether or not a student is in need of learning support, although one may be enough.

As previously stated, the SNAP test is used in conjunction with homeroom diagnostic testing as well as parent and teacher observations to provide a clearer picture of a student's needs. Once all of these factors are taken into account, the ultimate decision to provide a student with learning support will be made by the learning support teacher and the homeroom teacher.

The specific type of support is created by the results of all available assessments and observations. Those students already receiving learning support can be re-tested using the SNAP. These results, in conjunction with diagnostic assessment scores and teacher observation will be the determining factor in whether or not the student will be exited from learning.

## **Exit from Learning Support Department**

A student recommended for transition makes the transition from the learning support program when they attain an appropriate level of success in their regular classroom and no longer require pull-out and/or in-class support and monitoring.

The Homeroom Teacher will then complete the Learning Support Department Exit form (evaluation of classroom performance). Before any final action is taken, a meeting is scheduled with the parents.

### **Policy Review**

This policy is to be reviewed annually, though; any deficiencies or weaknesses in Learning Support Policy arrangements will be remedied without delay.